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A HEAD START

An experimental program developed in Israel for culturally disadvantaged families could be used by mothers in the U. S. to develop in their children the learning skills they will need to succeed in school, says the program's director.

See Page 9.

A FAST START

Bright high-school students who feel they are not challenged academically can "drop up" to Simon's Rock—the nation's only college with a freshman class made up entirely of students who have not graduated from high school.

See Page 12.

A NEW START

Carnegie-Mellon University and I.B.M. are collaborating in a project to establish a vast network of personal computers to link students, faculty, alumni, and local businesses in a "wired city" of the future.

See Page 8.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 29 · April 13, 1983

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Maryland's School-Finance System Ruled Legal

By Eileen White

Acknowledging that Maryland's system of financing public education was "imperfect," the state's highest court last week overturned a two-year-old decision mandating "mathematical equality" in per-pupil spending among school districts.

In a 5-to-1 decision, the Maryland Court of Appeals held that although "there are great disparities in educational opportunities among the state's school districts," the finance system nevertheless complied with the state's constitutional mandate to provide a "thorough and efficient" education.

The sole dissenter was Judge Harry A. Cole of Baltimore, who wrote that the court "should be committed to admonishing the legislature that it has not fulfilled its constitutional obligation."

The majority opinion vacated a 1981 decision by Circuit Court Judge David Ross, who held, in a case brought by the Baltimore city school district and three rural county districts, that the state had violated its constitution by failing to equalize per-pupil spending.

"Each pupil is entitled to a fair share," which "can be accomplished only by dividing the money [from state and local sources] equally on an accurate per-pupil basis across the state," the lower court said. The decision was interpreted to mean that the state would be required either to bring all school systems' spending up to the level of the state's wealthiest county, or to "cap" the amount of funds school districts would be permitted to spend on education.

Decision Appealed

That decision was appealed by the state and the Montgomery County Public Schools—a district located in a wealthy suburb of Washington, D. C., that maintains the highest level of per-pupil spending in the state, $3,771 last year. Baltimore city, which was joined in the suit by Somerset, Caroline, and St. Mary's counties, spent $2,564. The state average last year was $2,888.

Montgomery County intervened in the case because its officials were "frightened" that Judge Ross's ruling could be interpreted as limiting the amount of funds the county could spend for education, according to Kenneth K. Muir, a spokesman for the school system.

In ruling in the state's favor, the court did not take issue with the poorer districts' con-

Continued on Page 17

49 Government, Civic Leaders Suggest Guidelines for Senate Math-Science Bill

By Eileen White

WASHINGTON—Forty-nine of the nation's leaders in government, business, labor, and education have told the U. S. Senate, which this week is considering numerous bills to improve mathematics and science education, that they believe the legislation should "reflect" 10 general principles.

Led by the Dr. David A. Hamburg, president of the Carnegie Corporation of New York, the group includes six governors, one senator, three university presidents, and a number of corporation, foundation, and education officials. *(See list of participants on page 17.)*

Their statement asks the Senate to include provisions aimed at improving literacy in mathematics and science "for the general population," for women and minorities, and for "the most talented." It also emphasizes "partnerships" among business and labor, education, and government entities and it asks the Congress to encourage "the best scientific minds of the nation" to help improve science education.

"The current situation demands a sense of urgency and calls for bold and creative action. All major sectors are ready to pitch in behind leadership willing to put the highest priority on building our nation's

Continued on Page 17

Schools' Interest in Advanced-Placement Classes Increases

More than 5,000 schools now offer A.P. courses.

By Sheppard Ranbom

When the College Board launched its Advanced Placement Program in 1955, 1,229 students from 104 schools—primarily independent schools in the Northeast—took the examinations.

Next month, more than 140,000 high-school students from 5,525 (or 23 percent) of the nation's 23,000 secondary schools—spanning all 50 states—will take Advanced Placement (A.P.) examinations. *(See Databank, page 15.)*

Twenty-eight years ago, the College Board's idea, officials say, was to offer a handful of the nation's ablest high-school students a way to demonstrate superior proficiency that would permit them to leapfrog entry-level college courses in an era of strict "distribution" requirements at prestigious institutions. Since that era, however, the "Baby Boom" and curricular shifts in high schools and colleges have bolstered both the need and the clientele for the tests.

Some educators suggest that the dilution of content in high-school curricula and the recent reinstatement of required courses by colleges after a period of flexibility have combined to

Continued on Page 14

Arnoldo S. Torres

Hispanic Leader Charges Students Racially Isolated

Asks Civil-Rights Panel To Assess the Problem

By Hope Aldrich

A leader of one of the nation's largest Hispanic advocacy groups was expected to urge the U. S. Commission on Civil Rights this week to investigate the racial isolation of Hispanic public-school children—a phenomenon that has received little national attention but is reported to be as severe as that among black children.

"We don't know what needs to be done; our own communities are ignorant about this," said Arnoldo S. Torres, national executive director of the League of United Latin American Citizens (LULAC), who was to make the presentation to the commission Monday. "But it's of significance enough for the whole country to know about it."

The most recent statistics on Hispanic school segregation come from a study released last fall by the Joint Center for Political Studies, a public-policy research group. The implications of that report, Mr. Torres said, have been largely ignored.

The report, commissioned by the House Subcommittee on Civil and Constitutional Rights to analyze trends in the segregation of both black and Hispanic students, found that while the segregation of blacks decreased between 1970 and 1980, "the data on Hispanic segregation trends tell a very different story."

By 1980, 68 percent of Hispanic students

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Trouble in Grand Rapids
Divided over the firing of the black superintendent of schools, the community rejects a school-tax levy. **Story on Page 4.**

Belt-Tightening in Denver
Stunned by the loss of a major federal contract, the Education Commission of the States reassesses its mission. **Story on Page 5.**

Lowering the Wall of Separation in Kansas
A federal judge has ruled that a school district must permit a church to use its buildings during nonschool hours. **Story on Page 6.**

Computer-Assisted Instruction
University researchers find that students who use computers perform better academically than those who do not. **Story on Page 6.**

Developments in Desegregation
A plan in St. Louis awaits final court approval, but agreements are reached in Little Rock and Nashville. **Story on Page 10.**

Vouching for Vouchers
Secretary Bell seeks support from a House subcommittee for changes in Chapter 1, but without much success. **Story on Page 10.**

Advantages of the Free Lunch
A two-year study finds that pupils who get federally subsidized meals receive more nutrients than those who do not. **Story on Page 10.**

Improving Science Education
Scientists and educators have proposed a wide and varied range of recommendations to a national study commission. **Story on Page 11.**

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NATIONAL

U.S. Sues Buffalo For Discrimination In Pregnancy Leave

The Justice Department is taking the Buffalo, N. Y., school board to court because it alleges the board unlawfully denies sick-leave benefits to pregnant employees and long-term disability insurance to women disabled by childbirth.

The department said last week's action marked the first time that the government has gone to court to enforce a 1978 law barring discrimination against pregnant women.

The Buffalo Teachers Federation, Local 650 of the American Federation of State, County, and Municipal Employees, and the Buffalo Board of Education Professional, Clerical, and Technical Employees Association were also named as defendants in the suit.

The government charged that contracts negotiated by the labor unions discriminate against female employees because practices adopted under the agreements "give men more comprehensive coverage and subject women to terms and conditions of employment not imposed on men."

The lawsuit asked the court to bar the defendants "from engaging in all sex-based discriminatory practices" and to order the school board to compensate women who were discriminated against by having been denied benefits.

High Court Upholds Civil-Rights Suit At Private School

Because it receives one-third of its budget from federal and state sources, a private school for boys in Utah is not immune from federal civil-rights lawsuits, the U. S. Supreme Court ruled last week.

The Court declined to review a federal appeals-court decision, in *Williams* v. *Milonas*, that said two students should be permitted to sue the school under the Civil Rights Act of 1871. The students allege that the punishment procedures used by the institution, Provo Canyon School, were so excessive that they violated students' constitutional rights.

The Court also refused to review a decision by the North Dakota Supreme Court that required a fundamentalist Christian school to comply with state curriculum and teacher-certification standards.

The state court had ruled that parents who sent their children to Living Word Academy, which had been denied a license by the state, were guilty of violating the state's compulsory-attendance laws. The case is *Rivinius* v. *North Dakota*.

Federal Programs Are Now Accepted, New Study Suggests

Federal programs for handicapped, disadvantaged, and limited-English-speaking students have made a more positive impression on local school officials than is generally believed, according to a new federally funded report.

In a study of 80 schools in 20 districts, researchers found that "people have become used to the [federal] laws, have come to understand them better or fear them less, or have simply forgotten what a school was like without targeted instruction."

"The key principles underlying program rules seem to have sunk in and become part of local ways of doing things," the study said.

Attitudes were less positive in school districts with severe financial difficulties, according to the study, which was conducted by SRI International of Menlo Park, Calif.

STATES

Mass. Court Rules Boards Must Bargain Layoff of Employees

In a precedent-setting decision, the Massachusetts Supreme Judicial Court has ruled that school committees must bargain with employees' unions before they lay off workers.

The state court's decision upheld the findings of the Massachusetts Labor Relations Commission that the Newton, Mass., school committee violated the state's collective-bargaining law when it laid off seven custodial workers in 1976 without first consulting with union officials.

In its decision, the court ruled that the school committee's decision to lay off the workers should have been a "mandatory subject in bargaining," according to Stevens M. Day, a state labor-relations examiner.

"The court has set a precedent on what is a mandatory subject [for negotiations] in the public sector," Mr. Day said.

Compromise Sought In Kansas Dispute Over School Funding

The Republican leadership of the Kansas legislature last week offered a compromise on taxation and education spending after Gov. John Carlin vetoed a school-funding bill for the fiscal year 1984.

Governor Carlin, a Democrat, rejected the measure on the grounds that it did not provide enough state aid to school districts, that it set unrealistically low limits on districts' budget increases, and that it would hamper Kansas schools' ability to pay competitive salaries to teachers. According to the state chapter of the National Education Association, Kansas ranks 37th among the states in average teachers' salaries. The Governor also sought substantial changes in state tax laws in order to raise additional revenue.

In their response to the veto, legislative leaders agreed to increase taxes on liquor and tobacco and to reduce the amount of federal tax that can be deducted on state income-tax returns; together, the two measures would raise an estimated $66.7 million next year.

But the lawmakers rejected the Governor's plans to reduce the depreciation allowance for business and to repeal last year's law exempting used farm machinery from taxes.

In addition, the two sides were in disagreement over a proposed severance tax on minerals.

The G.O.P. plan left the Governor and the legislature about $20 million apart on state aid to local school districts. At midweek, observers predicted that the deadlock would not be resolved before Friday's adjournment of the regular session and would have to be revived in a "veto session" later this month.

Florida N.A.A.C.P. To Challenge Test Required of Teachers

The Florida chapter of the National Association for the Advancement of Colored People has announced that it will challenge in federal court the state's 3-year-old teacher-certification test on the grounds that it is culturally biased.

Last October, 35 percent of the blacks who took the state's basic-skills test for teachers passed all four parts of it, compared with a 90-percent rate of passing for whites.

A similar disparity in the scores of the two racial groups has existed since the test was first administered in November 1980.

Florida's Education Standards Commission and Ralph D. Turlington, the state's commissioner of education, have recommended that the passing scores on the tests be raised, on the grounds that the examinations are too easy.

The Alabama chapter of the N.A.A.C.P. has a suit pending in federal court seeking to bar the use of the test as a requirement for certification in that state.

Advanced-Placement Classes Increasing

Continued from Page 1

increase the attractiveness of a system that certifies that some high-school students successfully complete college-level work. The testing effort, they point out, helps the students, the colleges that accept them (they can offer such students the possibility of entering advanced courses with credit), and the schools that are able to show their communities that they offer advanced-level programs.

Those factors, combined with a marketing effort by the College Board that its officials acknowledge is "aggressive," have turned the once specialized concept into a broadly accepted component of college-preparatory curricula in schools nationwide.

The Advanced Placement Program is now the third-largest activity of the College Board, rankng in scale behind the agency's administration of the College Scholarship Service and the Scholastic Aptitude Tests.

Today, nearly 2,000 (or almost two-thirds) of the nation's colleges and universities now offer some kind of credit for students' participation in high-school A.P. programs.

Large Growth

The past 10 years have been the period of largest growth for the testing program, A.P. data indicate. The total number of students taking the examinations has increased an average of 7,933 students per year since 1972, compared with 3,600 additional students per year prior to 1972.

"The program grows about 10 percent per year," according to Harlan P. Hanson, director of the program for the College Board in New York. The A.P. has another office in Princeton, N. J., at the Educational Testing Service, which holds a contract with the College Board to develop and administer the A.P. examinations, as it does the board's other major tests.

Mr. Hanson confirmed that A.P. thrived during the 1970's in part because of a "resurgence of interest in appropriate education for gifted and talented students" and because of "increased investment by the College Board in publications and conferences."

The "principal vehicle for effective promotion," Mr. Hanson said, has been the establishment of regional "drive-in" conferences across the nation. The College Board sponsors 100 such conferences each year. During these day-long sessions, teachers and administrators discuss the A.P. courses in their schools, and they map strategies to deal with problems. The sessions are organized around specific subjects. The conferences are particularly helpful for teachers, Mr. Hanson said, because conducting the high-level courses can become a "lonely responsibility" for them.

In addition, the College Board spends about $500,000 each year for A.P. promotional activities conducted through its six regional offices. This year, the charge for each test a student wishes to take is $42; the board waives some or all of that charge in hardship cases, officials note.

'Appropriate Programs'

"The A.P. program encourages secondary schools to offer "appropriate educational programs" for advanced students who might otherwise simply "mark time" through their high-school years, according Mr. Hanson. He and other officials said that urban educators have begun using the program to strengthen the "academic rigor" of their curricula.

"We encourage high schools to develop A.P. programs," said Joseph P. Allen, associate director of admissions at the University of California at Santa Cruz. "In California, where curriculum slipped so badly, A.P. is challenging the students again."

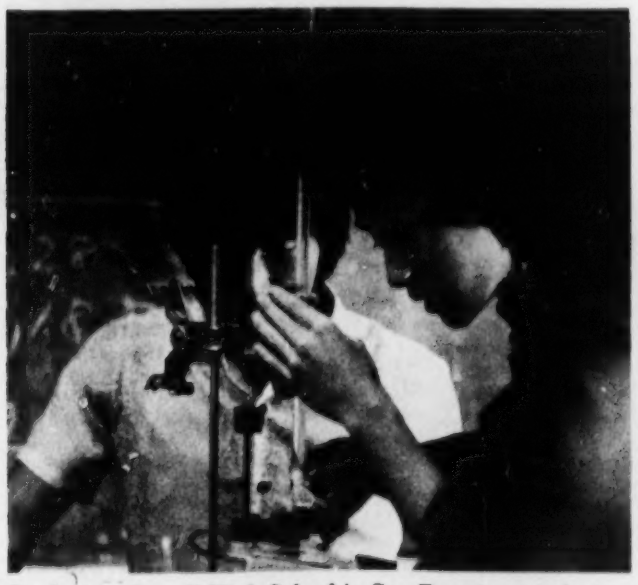
Nathaniel C. Allyn of the College Board's western regional office noted that the regents of the University of California gave the A.P. program a boost last year when they decided to "add an extra point toward figuring the grade-point average for students who take honors courses in high school."

"In effect, the regents told high-school students, 'if you get a B in an honors course—which the A.P. courses are considered—we will consider it an A for the purpose of admissions at the University of California.' Previously, students were afraid to take honors courses because if they received a B in these programs they might not get into Berkeley," Mr. Allyn said.

Officials at the McCall-Donnelly High School in McCall, Idaho, decided three years ago that the "curriculum lacked challenge," according to Wilmina Philps, an English teacher at the school. The school's officials, she explained, "wanted to give top students "a reason for staying in school, and we wanted to equip them with skills they would need in college. We found that Advanced Placement fitted the bill precisely."

An A.P. program in Oklahoma City is being used as part of a plan to "improve the image and credibility of the public schools" in a school system where enrollment has dropped from 80,000 pupils to 40,000 pupils in the past 10 years, according to Thomas W. Payzant, the Oklahoma City superintendent.

The A.P. program, said Mr. Payzant, "takes the argument away from those who have been saying, 'We can only get good-quality education by moving into the suburbs or by sending our kids to private schools.' "



Students at Lowell High School in San Francisco conduct an experiment in an advanced chemistry class.

Raising Standards

Even critics of standardized testing systems agree that the growth of A.P is linked to a positive movement toward raising academic standards. Christopher Jencks, professor of sociology and urban affairs at Northwestern University and an outspoken critic of E.T.S., said schools are flocking to develop A.P. courses because they offer an "expedient" means to instill new rigor "after the loosening of curricula in the 1960's and 1970's."

"My impression," he added, "is that the program is responding to a widely perceived problem among colleges and is acting as an agent of colleges and the College Board. The preparation of [high-school] students is not what colleges wish it were."

Mr. Jencks added that there is "soft atmospheric evidence" from "the rhetoric of school-board meetings and local newspapers" that schools are now "getting students to learn more," but he said he has seen no hard evidence in the "day-to-day" workings of schools that any major improvements have taken place.

Mr. Jencks expressed concern about "the use of an organization dedicated to multiple-choice tests to step in and drive the curriculum." But he added that although the Educational Testing Service has the A.P. contract, the College Board has overseen the development of an advanced-placement test that includes essay questions. The A.P. examination is "an appealing model" for standardized tests, according to Mr. Jencks, who is the author of several books about the use of standardized tests in education.

Schools' Prerogative

David S. Crockett, vice president for public affairs for the American College Testing Program (A.C.T.) in Iowa City, commented that one reason A.C.T. does not have a program that reaches into the schools like the College Board's is because of the "danger of interfering in curriculum development," which he termed "the prerogative of schools."

"The danger is in developing tests which 'lead' rather than 'reflect' the curriculum," according to Mr. Crockett.

Mr. Crockett also said A.C.T.'s college-admission test, which he described as "curriculum-based" and comparable to the E.T.S.'s Scholastic Aptitude Test, serves the purpose of

Pittsfield, Mass. students in an advanced history class.

advanced placement. It is used by many colleges and universities to place students, allow exemptions from elementary courses, and award credit, Mr. Crockett said.

Though A.C.T. "sees no reason" to develop a program similar to A.P., "the climate to develop new proficiency examinations is good," according to Mr. Crockett.

As a pamphlet from the College Board points out, the content of high schools' advanced courses is not prescribed by the College Board. An A.P. course offered in a high school can take any number of forms, according to the board: "It may not be called an 'A.P. course,' and it may not even be a course. It can take the form of an honors class, a strong regular course, a tutorial, or independent study."

Students' college-level learning experiences are measured through three-hour A.P. examinations offered every year in May by the College Board. The examinations not only include short-answer and multiple-choice questions, but essay questions and, in the case of studio art, a portfolio judgment.

Popular Exams

The most popular A.P. examinations are those in English literature and composition, American History, calculus, biology, European history, and chemistry, in that order.

Although the number of students taking examinations in ten subject areas doubled between 1972 and 1982, the number of students taking examinations in Spanish literature, German literature, and French literature actually declined. And the number of students taking the tests in German, Latin, and music is quite small, according to the College Board.

The A.P. program has developed several new examinations in recent years, instituting the Spanish-language tests in 1977; music theory in 1978; German language, studio drawing, and English language and composition in 1980.

In May 1984, the program will test students who seek advanced college placement in computer science.

Interest in the programs varies from state to state. In Utah, which has the highest percentage of students who take A.P. tests, there are 200 examinations taken for every 100,000 students. In Arkansas and Mississippi, two exams are taken for each 100,000 students, according to Mr. Hanson.

In 1981, the national average was 82 examinations taken per 100,000 students, he said.

Colleges offer course credit based on test scores, grade-point averages, and the standards of individual departments. The tests are graded on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified) and 1 (no recommendation). The decision whether to exempt a student from a specific course or to grant a student semester-hours of credit, or both, is made by the academic department involved and varies among departments and institutions, admissions officials say.

Semester-Hours of Credit

At Colorado College in Denver, for example, an A.P. score of 3 on the English examination will allow a student to receive anywhere from 3 ½ to 7 semester-hours worth of credit in English. But a score of 4 may or may not exempt a student from first-year calculus," according to Ellen S. Goulding, director of admissions.

"Generally, over a third of the candidates receive grades of 4 or better, over a third receive 3's, a fifth receive 2's, and 7 percent receive 1's. However, in no subject in any year has the grade distribution matched this pattern exactly nor are the grades determined by such a formula," according ot a pamphlet entitled *Grading, Interpreting, and Using Advanced Placement Examinations* published by the College Board.

In 1982, 807 college faculty members and high-school teachers familiar with college-level courses graded the A.P. examinations. The mean grade in 1982 was 3.19. Fourteen percent of students received a grade of 5; 21 percent received a grade of 4; 36 percent received a grade of 3; 22 percent received a grade of 2; and 7 percent received a grade of 1.

Average Scores

In 1981, A.P. students scoring 3 or above on at least one A.P. examination had an average score of 549 on the verbal portion of the Scholastic Aptitude Test and an average score of 594 on the mathematics portion. That year, the average scores nationally for students taking the S.A.T. were 424 on the verbal section and 466 on the math section.

In reaching out to more of these higher-scoring students in a wider variety of schools, the A.P. program is said to be encouraging the shift to higher standards in the high schools. But as one admissions director at a prestigious private university cautioned, after terming himself "an enthusiastic supporter of advanced placement": "The A.P. program serves as a measure of the excellence of offerings at a school. But we see courses listed as advanced-placement courses on many applications that probably aren't really that. It depends on the school."

DATABANK

Growth of the Advanced-Placement Program, 1955-82

The College Board's Advanced-Placement Program has grown rapidly since its inception in 1955. As the following tables show, a total of 1,229 students in 104 schools took the classes that year, while 141,626 students in 5,525 schools participated in 1981-82. The total number of students taking the examinations has increased by an average of 7,933 students per year since 1972, compared with 3,600 additional students per year prior to 1972.

The program, according to the College Board, has added an average of 207 schools and about 5,400 students per year.

Students' college-level learning experiences are measured through three-hour A.P. examinations offered every year in May. The fee is $42 for each examination taken, but students with financial need may pay a lower fee.

The most popular A.P. examinations are those in English literature and composition, American History, calculus, biology, European history, and chemistry, in that order. The A.P. grades are received by 1,976 colleges, many of which offer some form of credit to students who participate in A.P. programs.

Students in an advanced placement course at Frederick Douglas High School in Atlanta, are pictured below.

Annual Advanced Placement Program Participation

Year	Schools	Students taking examinations	Examinations taken	Colleges
1955-56	104	1,229	2,199	130
1956-57	212	2,068	3,772	201
1957-58	355	3,715	6,800	279
1958-59	560	5,862	8,265	391
1959-60	890	10,531	14,158	567
1960-61	1,126	13,283	17,603	617
1961-62	1,358	16,255	21,451	683
1962-63	1,681	21,769	28,762	765
1963-64	2,086	28,874	37,829	868
1964-65	2,369	34,278	45,110	994
1965-66	2,518	38,178	50,104	1,076
1966-67	2,746	42,383	54,812	1,133
1967-68	2,863	46,917	60,674	1,193
1968-69	3,095	53,363	69,418	1,288
1969-70	3,186	55,442	71,495	1,366
1970-71	3,342	57,850	74,409	1,382
1971-72	3,397	58,828	75,199	1,483
1972-73	3,240	54,778	70,651	1,437
1973-74	3,357	60,863	79,036	1,507
1974-75	3,498	65,635	85,786	1,517
1975-76	3,937	75,651	98,898	1,580
1976-77	4,079	82,728	108,870	1,672
1977-78	4,323	93,313	122,561	1,735
1978-79	4,585	106,052	139,544	1,795
1979-80	4,950	119,918	160,214	1,868
1980-81	5,253	133,702	178,159	1,955
1981-82	5,525	141,626	189,933	1,976
Total		**1,425,091**	**1,874,712**	

Source: The College Board

Number of AP Schools Presenting Candidates for Each Examination

Subject	1973	Percent	1974	Percent	1975	Percent	1976	Percent	1977	Percent	1978	Percent	1979	Percent	1980	Percent	1981	Percent	1982
American History	1,292	+9	1,412	+3	1,452	+15	1,674	+11	1,859	+6	1,969	+11	2,216	+8	2,404	+8	2,535	+9	2,764
Art:																			
History	94	+5	99	+23	122	+7	131	+4	137	+5	144	-1	143	+13	161	+14	184	+6	195
Studio-General	88	+36	120	-6	111	+39	154	+3	159	+3	164	+23	201	-6	189	+14	215	+1	218
Drawing	—	—	—	—	—	—	—	—	—	—	—	—	—	—	96	+10	106	-4	102
Biology	894	+12	1,008	+13	1,138	+14	1,292	+4	1,347	+8	1,453	+9	1,579	+4	1,644	+8	1,777	+5	1,869
Chemistry	685	+9	747	+9	811	+19	965	+3	994	+6	1,054	+10	1,206	+5	1,270	+9	1,382	+3	1,419
English:																			
Lang./Comp.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	980	+23	1,201	+10	1,319
Lit./Comp.	2,326	+1	2,359	+7	2,528	+14	3,877	+6	3,012	+7	3,223	+9	3,492	-1	3,460	-5	3,646	+6	3,861
European History	493	+10	544	+6	573	+12	653	+4	677	+9	738	+14	844	+7	899	+14	1024	-2	1,007
French:																			
Language	492	+14	560	+3	577	+11	640	+4	666	+14	758	+2	778	+15	896	+7	957	+5	1,009
Literature	347	+4	357	-6	336	+13	381	-7	355	-6	332	+2	340	-2	332	-4	344	-11	311
German:																			
Language	—	—	—	—	—	—	—	—	—	—	—	—	—	—	363	+21	439	+17	514
Literature	213	+8	230	+1	233	-2	228	+12	256	+11	284	-1	281	-45	154	+1	155	-11	140
Latin:																			
Vergil	122	+6	129	-8	128	+8	139	+1	141	+4	146	+14	167	+14	190	+3	196	+10	216
Prose	34	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Lyric (Catullus/Horace)	51	+14	58	+9	63	+2	64	+26	81	-4	78	+4	81	+6	86	0	86	-10	78
Math:																			
AB	1,653	+8	1,786	+4	1,866	+11	2,072	+3	2,127	+8	2,294	+8	2,468	+8	2,666	+9	2,902	+2	2,961
BC	706	+6	749	+9	817	+8	883	+4	918	+3	949	+3	979	+6	1,035	+1	1,040	+3	1,071
Music:																			
List./Lit.	117	+29	151	+1	153	+18	180	-3	175	+3	181	-3	175	-10	159	-37	100	-14	86
Theory	—	—	—	—	—	—	—	—	—	—	213	+3	219	+8	236	+1	239	-20	200
Physics:																			
B	254	+14	290	+13	327	+12	365	+7	391	+8	422	+15	485	+7	520	+7	555	+1	567
C	253	+8	273	+16	318	+10	350	+19	416	0	416	+3	434	+18	510	-7	476	+9	517
Spanish:																			
Language	—	—	—	—	—	—	—	—	522	+23	641	+19	765	+14	874	+18	1,035	+7	1,106
Literature	415	+12	465	-14	402	+15	463	-25	345	-16	289	+7	310	-2	303	-1	299	-9	273
Total Courses	10,529	+10	11,584	+3	11,957	+13	13,511	+8	14,580	+8	15,780	+9	17,165	+16	19,833	+5	20,893	+4	21,776
Total Schools	3,240	+4	3,357	+4	3,498	+13	3,939	+4	4,079	+6	4,323	+6	4,585	+8	4,950	+6	5,253	+6	5,525
Courses Per School	3.25	—	3.44	—	3.42	—	3.43	—	3.57	—	3.65	—	3.74	—	4.01	—	3.98	—	3.94
Exams Per Course	6.71	—	6.93	—	7.17	—	7.32	—	7.47	—	7.77	—	8.13	—	8.08	—	8.53	—	8.68

Source: The College Board

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5/2/83 K-4802-2

REJECTION of a children's book by big-city library systems, on grounds that is it racist, has provoked an open dispute about the way librarians make their selections.

See Page 5.

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TRANSITION to metrics may not take place until the end of the century in the United States, business and government leaders say. Educators fear that the lag, and the loss of special federal funds, will hamper the momentum of metric education.

See Page 8.

APPLICATION of abstract principles to the 'real world,' more work with computers and calculators, and a new approach to grouping students distinguish the secondary mathematics curriculum recommended by a nationally respected professor at the University of Chicago.

See Page 8.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 32 · May 4, 1983 *© 1983 Editorial Projects in Education*

Bell Commission's 'Excellence' Study Acclaimed

But Problems Seen In Costs and Federal Role

By Eileen White

WASHINGTON—The report of the National Commission on Excellence in Education, released last Tuesday, was greeted with a generally favorable reaction from the education community here.

Spokesmen for education organizations praised the report's recommendations for stemming the "rising tide of mediocrity" in the nation's educational system, although some expressed disappointment that the panel did not call for greater federal aid to make the recommended improvements possible.

The report was also praised by President Reagan—who said its findings were "consistent with our task of redefining the federal role in education"—and Secretary of Education Terrel H. Bell.

"I haven't read a sentence in the report with which I disagree," said the Secretary, who appointed the commission in August 1981.

Reaction also came swiftly from the public, according to the commission staff. The panel's executive director, Milton Goldberg, said his office had already received 400 telephone calls requesting copies of the report by 10 A. M. Wednesday.

The 18-member commission, which devoted 18 months and $785,000 in federal funds to the 36-page document, found that "the educational foundations of our society are presently being eroded" to such an extent that the nation had, "in effect, been committing an act of unthinking, unilateral educational disarmament."

Its wide-ranging recommendations included: increasing high-school graduation requirements and requiring study of a core curriculum; increasing college entrance requirements; lengthening the school day

Continued on Page 11

WIDE WORLD PHOTOS

Secretary Terrel H. Bell and Commission Chairman David P. Gardner

Tax-Credit Debate Shaped by Report Of Bell Committee

By Tom Mirga

WASHINGTON—The Senate Finance Committee, in a replay of action that took place less than a year ago, last week heard debate over the Reagan Administration's proposal to establish federal tax credits for parents who pay private-school tuition.

Unlike last year's hearings, however, last week's deliberations focused on a new element in the tax-credit debate: the findings, released two days before, of the National Commission on Excellence in Education.

President Reagan, in a letter to the committee's chairman that was read at the hearing by Secretary of Education Terrel H. Bell, said that "after reviewing the findings of the commission, I am more convinced than ever that passage of tuition-tax-credit legislation is needed now. It will enhance the measures the commission recommends

Continued on Page 14

Schools Slow In Inspecting For Asbestos

Fear, Costs Cited At House Hearing

By Susan Walton

WASHINGTON—With two months left until the deadline by which school officials must inspect their buildings for asbestos, about 70 percent of districts nationwide have completed the inspection, according to an Environmental Protection Agency official who testified last week before a House subcommittee.

But testimony from other witnesses at the oversight hearing on asbestos in the schools suggested wide regional variation in compliance with the E.P.A. requirement. And both witnesses and committee members expressed considerable doubt about the effectiveness of the two federal measures designed to alleviate the potential hazard to schoolchildren and staff members.

The hearing was convened by the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor.

Asbestos was widely used in schools and other buildings as a fire retardant and insulator until the 1970's, when use of sprayed-

Continued on Page 16

Jury Awards $1.5 Million

Injured Athlete's Case Raises New Concerns About Liability

By Charlie Euchner

A District of Columbia jury's award of $1.5 million to a partially paralyzed former high-school football player has increased anxiety about the liability of school officials for injuries sustained in interscholastic sports.

Last month's decision of the District of Columbia Superior Court in favor of Carl R. Greene, who was injured while playing for Anacostia High School in 1974, will probably impel many coaches to obtain insurance policies that they have previously considered unnecessary, experts said.

Mr. Greene charged that his coach was negligent in using him in practices and competition after he was injured in a practice.

Mr. Greene's lawyer, John W. Karr, said that coaches would not need any extra insurance protection if they would follow a "flat rule" of forbidding injured athletes to play until they received written clearance from a doctor.

The jury's award in the case is one of the largest in cases involving injuries of elementary- and secondary-school athletes, officials said.

(The Seattle School District last year was ordered by a jury to pay $6.3 million to a former football player paralyzed in a 1975 game. The award is believed to be the largest of its kind.)

Although there are no national figures on the number of such lawsuits pending, Thomas Ecker, the athletic director for the Cedar Rapids, Iowa, public schools, who has studied the issue, has found indications

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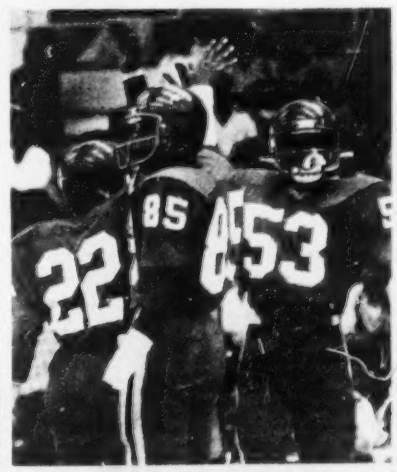

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Surprise Defeat in New York City
New York State's commissioner of education refuses to confirm a new chancellor for America's largest school system. **Story on Page 4.**

'Strangers in Their Own Land'
Native Hawaiians fare poorly in school and are not well served by federal programs, says a major report. **Story on Page 4.**

A Question of Control
The governor of Minnesota wants the state legislature to give him the power to appoint the chief state school officer. **Story on Page 4.**

Big Red Numbers in Chicago
The school board will need tax increases to help erase a $205-million projected deficit in the public schools' budget. **Story on Page 6.**

Bang! Zap! Wham! Arghhh!
The White House and two publishers have collaborated on a graphic anti-drug campaign aimed at schoolchildren. **Story on Page 6.**

Another Kind of 'Extracurricular'
The Secretary of Education urges passage of a law to permit church groups to use school property for meetings. **Story on Page 9.**

Toward a National Computer Effort
Congressman Thomas J. Downey of New York proposes a bill to create one or more national computer centers. **Story on Page 9.**

Reneging on a Commitment . . .
Advocates accuse the Reagan Administration of using a legal loophole to limit job options for handicapped people. **Story on Page 10.**

. . . And Keeping One
School systems have effectively adapted to the complexities of P. L. 94-142, a new study reports. **Story on Page 10.**

Test Case on Tests
A judge in Florida hears testimony on whether minority students are adequately prepared to pass competency tests. **Story on Page 14.**

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NATIONAL

Va. Student Wins American Legion Oratory Contest

Keith R. Finch, a high-school junior from Blacksburg, Va., won the top prize—a $16,000 college scholarship—at the finals of the American Legion's 46th annual National High School Oratorical Contest last week.

The competition, held at the U. S. Naval Academy, was the culmination of a series of contests begun in January at American Legion posts across the country.

In the American Legion competition, begun in 1946 (when the winner was former U. S. Senator Frank Church, then a high-school student from Idaho), orators deliver from memory an eight- to 10-minute statement they have prepared about some aspect of the U. S. Constitution. The orators must also speak extemporaneously on an article or amendment of the Constitution selected by the American Legion.

The purpose of the contest is "to develop a deeper knowledge of the U. S. Constitution amongst high-school students and to promote leadership skills and the ability to think and speak clearly," according to Peter McQueen, a public-relations officer for the Legion's national headquarters.

About 30,000 high-school students nationwide took part in the competition, according to a spokesman for the Legion.

STATES

S.C. Will Screen Would-Be Principals

The South Carolina Department of Education has announced that it will implement a new screening program to assess the skills of prospective school principals in 20 districts throughout the state.

In announcing the program, which was developed by the National Association of Secondary School Principals, Charlie G. Williams, state superintendent, said the quality of educational leaders and managers at the school-building level would improve as the selection process does so.

Under the assessment process, 12 participants would be observed by a team of six assessors trained to rate the participants on their performance in 12 areas.

South Carolina's program, which, according to N.A.S.S.P., is the only one of its kind in the country, will be expanded and offered throughout the state after the first year. But the participation of school districts will be voluntary.

Four-Day-Week Bill Is Vetoed in Idaho

Gov. John V. Evans of Idaho has vetoed a bill allowing local school districts to try four-day school weeks.

Although the House overrode the veto, the Senate sustained it.

The bill's sponsors said it would help school districts save money.

The Governor said in his veto message that a search for innovative ways to run schools was probably a good idea, but that such experiments should be under the direct control of the state board of education.

Montana Bans Use Of Actuarial Tables Linked to Gender

Gov. Ted Schwinden of Montana has signed a bill that will make it illegal for insurance companies in the state to use actuarial tables based on sex or marital status.

The law will go into effect on Oct. 1, 1985. It was supported by the Montana Education Association and by several women's groups throughout the state, who argued that sex-based tables infringe on the rights of women as individuals. In actuarially-based pension programs, women receive smaller benefits than men because, as a group, they live longer and can collect benefits over a longer period of time.

Montana is the first state to adopt a law prohibiting sex-distinct tables in the local insurance industry, state officials say.

The U. S. Supreme Court is considering the legality of the use of separate tables for men and women in determining pension benefits—an option many states offer for teacher-retirement programs.

Ed. Schools Form 'Self-Help Group'

Twenty-four of Wisconsin's 30 public and private teacher-training schools have joined in an effort to upgrade the quality of their programs.

Members of the Wisconsin Consortium for Improving Professional Education Preparation Programs will nominate education professors, schoolteachers, school-board members, and lay people to review panels that will evaluate the member schools' education programs and make recommendations for improvements.

A member's programs will be reviewed on a five-year cycle.

Michael J. Stolee, dean of the school of education at the University of Wisconsin at Milwaukee, described the novel consortium as "a method of helping each other" and not an alternative to the voluntary national accreditation offered by the National Council for Accreditation of Teacher Education.

But John R. Palmer, dean of the education school at the University of Wisconsin at Madison, said that some of the members of the consortium, including his school, do view the new organization as an alternative to N.C.A.T.E. accreditation.

Members of the consortium submit their programs for evaluation voluntarily. The incentive to do so, Mr. Palmer said, is the institution's "sense of professionalism."

Mr. Palmer said the consortium's evaluations are unrelated to the accreditation evaluations of each program conducted by the Wisconsin Department of Public Instruction

All Schoolchildren Must Be Immunized Under New Va. Law

Beginning next fall, Virginia will join the growing number of states that require all schoolchildren, regardless of age, to provide evidence that they have been immunized against the major diseases of childhood.

The law, which takes effect on July 1, expands the current requirement that pupils entering school for the first time and those transferring from other states be immunized. Under the new requirement, students will not be permitted to attend school without the immunization documentation. The requirement covers students in all public and nonpublic schools.

Health officials may exempt students if inoculation is in violation of their religious beliefs or if they have a health problem that precludes immunization.

The change was made in response to the growing consensus among health officials that, in order to prevent outbreaks of disease, older students must also be immunized, according to a spokesman for the state health department.

The new law requires pupils to be immunized against diphtheria, pertussis, tetanus, polio, measles, rubella, and mumps.

Ky. Teachers Cool To Tuition-Free Computer Classes

Despite the superintendent of public instruction's contention that the state is badly in need of teacher-training courses in the use of computers, scholarships for a free computer college course have not been

Scholar Suggests 'Real-World' Approach to Mathematics Teaching

Would Stress Use of Calculators, Application of Abstract Ideas, Regrouping Students

By Maureen Fleming
Special to Education Week

Martha Matzke and Susan Walton contributed to this report.

DETROIT—Building on the conclusions of nine recent national reports, a University of Chicago professor has proposed basic changes in the content and structure of junior- and senior-high-school mathematics curricula that would emphasize the use of computers and calculators, provide more work with applications of abstract principles, and introduce algebra and geometry earlier.

The revision—the work of Zalman Usiskin, a nationally known researcher and teacher educator—would also involve a shift away from the traditional division of students into "college bound" and "noncollege bound."

Instead, according to Mr. Usiskin, the curriculum would be organized around the future needs of students, offering them new types of courses more closely tailored to their academic and career plans, while allowing them to keep their options for further study open.

The curriculum, Mr. Usiskin told mathematics educators at a recent meeting, is "in accord" with the findings of major mathematics-education studies conducted since 1975—including the National Council of Teachers of Mathematics' (N.C.T.M.) 1980 *Agenda for Action*. His proposal, he said, is directly based on their consensus on the need for increased requirements; general use of calculators and computers; and greater attention to statistics, applications, and problem-solving in mathematics curricula.

Mr. Usiskin, who is the author of *Applications in Algebra*, is considered a leading proponent of using more varied "real-world" applications in the teaching of mathematics. His work has also included a study, issued last year, indicating that girls are as adept as boys at mastering complex abstract concepts. His presentation drew some 1,000 listeners at the 61st annual meeting of the N.C.T.M., held in Detroit last month.

Important First Step

The proposal is "a very important first step" in the process of deciding how to implement the recommendations of the various national groups that have studied mathematics education, said Mark A. Spikell, a professor of education at George Mason University. "What he's been able to do is to cull out the points of consensus of the very reputable commissions and come forth with the possible implementation of those suggestions to get to those goals," said Mr. Spikell, whose research has focused on the innovative implementation of school curricula.

The University of Chicago scholar's proposal coincided with the release of national reports—including that of the National Commission on Excellence in Education—whose conclusions suggest a need for modifications in the mathematics curricula, including a greater emphasis on applications and "higher-order" skills. *(See Education Week, April 21 and April 27, 1983.)*

The proposal is shaped to retain the successful parts of the current curriculum and to eliminate others that have become obsolete, Mr. Usiskin said. He estimated that the new structure could be put into effect by September of 1984.

Simply requiring students to take more mathematics, as states and school districts have begun to do, will not suffice, Mr. Usiskin warned, because both the substance and the arrangement of mathematics courses need refashioning.

The proposal would replace the current distinction between college-bound and noncollege-bound students with a three-track curriculum for: college-bound students with mathematical or scientific interests (Population I); college-bound students with nonscientific interests (Population II); and noncollege-bound students (Population III).

Computers and Statistics

All three groups would work more extensively with calculators and would be required to take a one-year course on computers and statistics, according to Mr. Usiskin.

Both college-bound groups would be introduced to "pre-algebra" and "pre-geometry" in the 7th grade, and would move on to Algebra I in the 8th grade. Reflecting his view that nonscience-oriented students require a somewhat different program, Mr. Usiskin called his 8th-grade course for Population II "World Algebra." It replaces word problems with "real-world" applications and eliminates some of the theory to which Population I would be exposed.

Populations I and II would go on to geometry in the 10th grade, with Population II taking the less theoretical "World Geometry." In the 11th grade, each would take the second year of algebra, with the scientific group receiving some trigonometry and the nonscientific group focusing again on applications, perhaps using computer programs to analyze advanced calculations.

In the senior year, Population I would take precalculus, while Population II would take a four-part course that includes trigonometry, elementary functions, discrete mathematics, and analytic geometry.

Population III, the noncollege-bound group, would start in the 7th and 8th grades with arithmetic courses utilizing calculators for complicated functions. This arrangement, Mr. Usiskin said, would give those students "the time and resources to cover ratio, percent, powers, and many of the other arithmetical ideas which they now often do not reach because they are im-

Continued on Page 17

Schools Given Good Mark on Metric Conversion

By Sheppard Ranbom

WASHINGTON—Schools are doing a good job of introducing young people to the metric system, business and government officials meeting here last week to assess the status of the nation's metric-conversion effort generally agreed, but the adult society has been slow to adapt.

America's conversion to the metric system, which some advocates hoped would be completed by 1985, has been slowed by economic recessions, by opposition from people who have had no training in metrics, and by the federal government's policy of promoting voluntary change. The conversion may not take place until the end of the century, according to participants at the conference, which was sponsored by the American National Metric Council and the U. S. Department of Commerce.

See related chart on page 16.

In the meantime, some educators fear, metric education, which has already lost its special federal subsidy, may lose its momentum as well.

"The larger community is afraid of something different," said David Goldman, acting chief of the Commerce Department's office of metric programs, which was established last October to replace the National Metric Board that President Reagan had disbanded a month before.

Mr. Goldman said he believes the metric system will be predominant by the year 2000, when "our schoolchildren of today will . . . be the consumers and many will be in decisionmaking positions. To them, metric will be routine."

The 1970's growth of metric education was the result of strong national leadership, educators said.

"Influenced to a great extent by programs emanating from the Education Department's Metric Education Program and by the National Council of Teachers of Mathematics, publishers of standardized tests and textbooks have been encouraged to include metric terms as a matter of course," according to Dennis R. Smith, a mathematics teacher from Middleboro, Mass., who represented education on the U. S. Metric Board.

In the board's summary report, published last July, Mr. Smith noted that "most states either require that the metric system be taught or include metric questions on state-mandated tests."

The federal government's interest in metric conversion began in 1968 when President Johnson called for a nationwide study of whether the U.S. should adopt the metric system. That study, presented to the Congress in 1971 by the secretary of commerce, recommended that in 10 years measurement in the U. S. be predominantly, if not exclusively, metric. It suggested that the government produce the change deliberately and carefully through a coordinated national program.

In 1975, President Ford signed into law the Metric Conversion Act, which declared "the policy of the U. S. shall be to coordinate and plan the increasing use of the metric system in the U. S." But the law removed any target date and made implementation a voluntary, private-sector initiative. Today, despite conversions in some industries, the U. S. is the only major nation that uses, for the most part, a nonmetric system of measurement.

President Reagan, in a letter sent to the national metric council before the meeting, stressed the importance of metric conversion but did not suggest any alteration in the government's policy of promoting voluntary change.

"The issue of metric transition has become increasingly important in the area of international trade and productivity," he wrote, adding that the National Productivity Advisory Committee "has recommended that the federal government continue to support conversion to metric measurement to enhance U. S. international competitiveness and, hence, productivity in several industries."

In spite of the Reagan Administration's avowed commitment to "metric transition," educators at the conference noted that the Administration has made several moves that reduce the impetus for metric education.

The Administration, they noted, put government funding for metric education—some $2 million per year—into the block-grant package to states in 1981, along with several other categorical programs. It abolished the Metric Board, which had a staff of 35 members and a budget of $2.6 million, and transferred its activities to a small office in the Commerce Department with a five-person staff and a $300,000 budget.

'Vacuum in Metric Education'

"The demise of the U. S. Metric Board and the elimination of the Education Department's Metric Education Program . . . created a vacuum in metric education," said Barbara Berman, a consultant with Educational Support Systems, a nonprofit organization in Staten Island, N. Y., that promotes metric education in schools nationwide.

Proponents of metric education say they do not need funds as much as they need leadership in the federal government and in state departments of education to reinforce the importance of metric education across the board in the curriculum.

"Schools need more social-studies teachers who discuss rainfall in terms of liters and more English teachers who encourage students to write distance in terms of kilometers," said Joseph R. Caravella, director of membership services of the National Council of Teachers of Mathematics (N.C.T.M.).

"Too often, metric education is seen only as a part of the mathematics curricula," he said.

Next week is National Metric Week. Activities nationwide will include school field trips to industries that use metric specifications; exhibits of the metric system in libraries and shopping centers; and extra class time devoted to metric education. The observance is promoted by the N.C.T.M., the American National Metric Council, the U. S. Metric Association, and the Department of Commerce's office of metric programs.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

La Chicana Program Dissertation Fellowship

Subject to the availability of funding, the Department of Chicano Studies, University of California, Santa Barbara, will offer one La Chicana Program Dissertation Fellowship for the academic year 1983-1984. The Fellow will work toward the completion of a dissertation while at UCSB. Duties include teaching one undergraduate course and one undergraduate seminar in the Fellow's area of dissertation research. In sponsoring this fellowship, The Department of Chicano Studies hopes that it will assist a promising scholar to complete a dissertation, prepare further for university teaching and research, and achieve increased professional recognition and associations. The usual tenure for this fellowship is nine months. The stipend level is $13,500–$14,500. Applicants should submit a curriculum vitae and arrange to have two letters of recommendation sent by May 15, 1983, to:

Manuel Carlos, Chairperson
Chicano Studies Department, University of California
Santa Barbara, California 93106

The award will be announced by June 15, 1983.

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